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The purpose of this guide is to suggest an in-service training program through which the counseling administrator of a Manpower Development Training (MDT) program can orient the new counselor. It describes the educational, psychological, economic, and sociological characteristics of the disadvantaged, both young and old, and suggests activities for the participants of this program. The structure of the MDT program is outlined in detail, and the role of the counselor is defined. Stressed is the interaction of the MDT team as it contributes to communication among the participants in the program. The services and functions of the New York State Employment Service as they relate to the MDT Center are delineated. (Author/KP)

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INSERVICE TRAINING COURSE FOR GUIDANCE STAFF OF MDTA CLASSES

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THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224
1968

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FOR

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FOREWORD

This publication provides counselors of the Manpower Development Training Program with a practical guide to the content of a workshop for those actively engaged in programs of inservice training. It covers such basic matters as describing the educational, psychological, and sociological characteristics of the disadvantaged, both young and old; and it suggests innumerable activities for the participants of this program. The structure of the MDT program is outlined in detail and the role of the counselor is defined. The interaction of the MDT team is stressed as it contributes to the area of communication among the participants in the program. The services and functions of the New York State Employment Service as they relate to the MDT Center are delineated. It is hoped that this guide can provide the MDT counselor with workable and effective approaches to the challenges he faces.

Appreciation is expressed to the following contributors of materials for this publication: Alvin R. Brown, Counselor, Albany MDT; Joan I. Goldstein, Counselor for the Licensed Practical Nurse Program, New York City MDT; John H. Griffith, Supervising Counselor, Rochester MDT.

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INTRODUCTION

A counselor new to the Manpower Development Training Program may feel uncertain about his place in this unique structure and about his lack of experience relevant to the MDT program. Consequently, the counselor might ask himself, "What are the characteristics of disadvantaged youth and adults? What is the structure here and how do I fit into it? What are the objectives in counseling? In short, what do I do?"

The purpose of this guide is to suggest an inservice training program through which the MDT counseling and guidance supervisor or administrator can orient the new counselor. It is assumed that the new staff member is trained and perhaps experienced in counseling. Thus, the substance of the inservice topics and activities is in *content*, rather than skill development. Further, this guide provides elements around which the supervisor, or other trainer, may organize his own knowledge, skills, and understandings into a structured presentation. It is designed to help the counselor apply his general competence to those aspects of MDT service requiring unique or new applications. The outline presents objectives and concepts for orientation and offers activities through which the counselor can learn the nature of his role. The activities can be adapted to intensive or extended work with single counselors or groups of counselors.

The short-range advantages of inservice training should be apparent; the long-range possibilities seem to suggest planned counselor workshops which may be shared with other personnel. Much of what is suggested here is equally significant for teachers, basic education instructors, and others who are concerned with adult education programs.

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THE COUNSELOR IN THE MDT SETTING

Characteristics of the Disadvantaged Person

To achieve an adequate counseling relationship, the counselee's frame of reference must be understood by the counselor. Supervisors may focus inservice training toward helping counselors gain a feel for the experiences, life conditions, and perceptions which the trainee brings with him.

Although this outline identifies certain aspects of manifest trainee characteristics, a whole-person view of each individual should be encouraged. It is with this understanding that a list of suggested activities is placed at the end. As the counselor engages in any of these activities, he should consider the interaction of educational, psychological, economic, and social factors on trainee behavior.

Educational Characteristics

Objectives

- The counselor becomes aware of the entire continuum of academic achievement exhibited by a trainee population.
- The counselor understands that the length of time the trainee has spent in formal schooling may not be predictive of learning potential or attitude.

Concepts

- Many trainees have had inferior educational opportunities and thus either left the system which bred failure or else remained in school but received little reward for their efforts.
- Standardized test results may be inadequate as indices of trainee ability.

Topics

- Quantity, quality, and recency of educational experience
- Reactions to and performance on tests
- Reasons for early school discontinuance

Psychological Characteristics

Objectives

- The counselor gains insights which help him to develop frames of reference relative to counselees' perceptions.
- The counselor integrates trends of thought held by social and political groups and relates them to his work.

Concepts

- Certain of their experiences may cause the values and attitudes of disadvantaged persons to vary from popularly accepted standards.
- There is much myth associated with that segment of our population identified as disadvantaged.

Topics

- Self-image
- Goal-setting tendencies
- Attitudes toward governmental agencies and functions
- Reactions to ethnic group classification

Economic Characteristics

Objective: The counselor understands the economic meaning of poverty to the individual.

Concepts

- There are formidable barriers to breaking the poverty cycle.
- The poor tend to receive less in goods and services for their expenditures than do persons in better economic circumstances.

Topics

- Personal and family history of employment
- Unemployment and unstable employment patterns
  —Extent
  —Reasons
  —Ramifications

- History of and attitude toward public assistance
- Consumer habits and dilemmas of the poor

Sociological Characteristics

Objectives

- The counselor understands the sociological aspect of disadvantagement.
- The counselor understands the disadvantaged person's self-classification in relation to society and his social classification by other members of society.

Concepts

- Persons may be grouped because they are similar in relation to some variables, but within these groups individuals may vary considerably, relative to other variables.
- Although the counselor should be knowledgeable about the theories of sociology, anthropology, and other disciplines dealing with man, he must guard against a clinical approach to individuals.

Topics

- Ethnic membership
- Family structure
- The concomitants of geographic disadvantagement
- Community action in a nation of change
- Patterns of individual and group behavior

Suggested Activities for Participants

- Participate in a group discussion of issues and situations reported in the leading local newspaper. To allow freedom of opinion this group might not be composed of MDT trainees but persons from another agency; for example, the Job Corps or Neighborhood Youth Corps. The participants should be of the same socio-economic classification as the MDT enrollees.
- Review the results of achievement and aptitude tests administered to the MDT facility; follow by a discussion about the implications of these findings.
- Plan a family budget based on the case study of a former MDT trainee.

- Visit the schools and the communities from which the trainees come.

- Observe administration of an achievement or aptitude test.

- Observe a test interpretation session, including an item analysis.

- Observe a regular class session.

- From cumulative record information, present a blind case to the counselor. Have him describe the subject's fields of experiences and influences; his reasons for certain behaviors; his outlook on the world. Subsequently arrange a counseling interview with the case subject; then compare the counselor's preinterview perceptions with his postinterview perceptions about the case.

- Discuss absenteeism, its causes, and the methods of handling this problem with the facility's attendance person.

- Discuss the labels "disadvantaged" and "culturally deprived" with an experienced counselor.

Resources

To the extent that the past helps to explain both the present and the future, one should invest his efforts in understanding the evolution of experiences, conditions, and feelings. Most important to MDT counselors is the state in which the trainees find themselves today. Among the sources most recommended are the news media. In addition, selected resources to extend the counselor's inservice training experiences are included in the bibliography on pages 11-13.

MDT Curriculum and Training

The educational challenge is only part of the MDT trainee's reality. If he is to offer trainees meaningful guidance and counseling, an understanding of the content and process of the MDT training is indispensable to the counselor.

Objective: The counselor understands the educational experiences of the trainee from the trainee's viewpoint.

Concept: The counselor understands that curriculum and training are related to the immediate needs and aspirations of trainees.

Topics

- Scope of curriculum
- Using test results
- On-the-job training

Suggested Activities for Participants

- Audit a class.
- Follow the trainee's schedule for an entire day.
- Participate in buzz sessions relative to the counselor's own feelings about new learning situations he faces.
- Play the role of a trainee entering a new program.
- Accompany trainees on a field trip to a work site.
- Study curriculum content and syllabuses.
- Pursue long-term activities, such as exchange visits to other training centers, followed by postvisit evaluation.

The MDT Team

The new counselor faces the difficult task of comprehending his role in relation to a network of personnel, where the ultimate goal is one of teamwork and cooperation. The precise nature of this interaction with respect to teachers, supervisors, specialists, New York State Employment Service counselors, and teachers-in-charge is often defined within the individual MDT facility.

However, one common contribution by all counselors, regardless of setting, can be in the area of communication. Perhaps more than any other member of the MDT staff, the counselor is in a position to become aware of the trainee's personal, social, educational, and vocational needs. The manner in which he functions and presents feedback can influence the attitudes of teachers, supervisors, and administrators, either positively or negatively.

Some suggested approaches to teamwork which may assist the counselor to function within the framework of the total MDT facility are the following:

Counselor-Teacher Relationships Relative to Trainees

Objective: The counselor encourages and exploits avenues of teacher-counselor communication relative to trainees.

Concept: The climate of learning is influenced by teacher-trainee relationships.

Topics

- The psychological implications of trainee classroom behavioral problems
  - —Avoidance patterns and fear of failure
  - —Negative reactions to test situations; blocking
  - —Lack of participation
  - —Inappropriate responses to verbal and written material
- The need for trainee support by teachers

Suggested Activities for Participants

- Role play a teacher-counselor conference.
- Role play a three-way conference: teacher-trainee-counselor.
- Participate in a teacher workshop.
- Conduct a planning session: developing goals for a teacher workshop.
- Plan a model conference with basic education teachers.
- Observe a case conference.

- Plan a model case conference with teachers and administrators

- Suggested activity for long-term supervision and inservice training: plan and carry out a teacher workshop

Counselor-Administrator Relationships

Objective: The counselor exploits channels of communication with administrative staff members.

Concepts

- The counselor can be more effective if he understands his role within the total organization.

- The administrator can be more effective in staff development through a clearer understanding of teacher, trainee, and counselor needs.

Topics

- Clarification of roles

- Understanding the organizational structure

- Sharing information

- Program development

- Establishing recognized channels of communication

Suggested Activities for the Participant

- Plan a model counselor-administrator conference.

- Plan a model teacher workshop with an administrator.

- Observe the administrator at his job.

- Participate in a buzz session and discussion: how the counselor relates to various members of the organization.

- Tour other MDT facilities.

- Pursue long-term activities, such as development of counselor-administrator conferences.

New York State Employment Service

The State Department of Labor and the State Education Department, in congress with their local offices, execute the MDT programs. This section deals with the services and functions of the Employment Service as it relates to the MDT Center.

Objectives

- The counselor understands New York State Employment Service involvement in human resources development; how MDT is a part of this spectrum.
- The counselor seeks a close working relationship between himself and his New York State Employment Service colleagues.
- The counselor facilitates trainees' orderly and meaningful articulation from the New York State Employment Service recommending office to the training facility.
- The counselor understands employers' personnel needs and expectations.

Concepts

- The Department of Labor is heavily involved in rendering service to the MDT program and its trainees.
- Teamwork is necessary to execute all phases of the training program.
- Counselor understanding of the recruitment and placement processes enables him to perceive the entire range of trainee experiences relative to the MDT program, resulting in better service to trainees.
- A productive counseling relationship is facilitated if the counselor is aware of the trainee's experiences immediately prior to the trainee's first day in the training center.
- There are institutionally unique mechanics and processes in MDT programs.

Topics

- Program proposals and development
- Recruitment
- Data gathering and assessment
- Vocational counseling
- Rationale of referrals to other agencies and programs

- Recommendation of persons to MDT
- Authorization for payment of stipends
- Continuing infacility services
- Job development and placement
- Followup and evaluation

Suggested Activities for Participants

- Attend a planning session wherein employer, labor, and educational personnel propose or review a training program.
- Accompany an outpost worker from New York State Employment Service as he makes a recruitment contact.
- Follow a MDT applicant as he is processed through the Employment Service; ask questions of the receptionist, interviewer, counselor, tester, placement officer, and claims-approval official.
- Learn to execute all New York State Employment Service forms relevant to the training facility.
- In conjunction with the Employment Service counselor, take part in a trainee group discussion session involving the world of work.
- Audit a job order being solicited or taken and a job referral being made by the New York State Employment Service official via telephone.
- Accompany New York State Employment Service personnel as they call on employers.

Community Agencies

Communication with agencies outside the MDT facility is another important area of development for the counselor. In addition to his relationship with trainees, the counselor can enlarge his service areas to include welfare centers and a variety of other service agencies.

Objectives

- The counselor understands the function of community agencies as referral resources.
- The counselor is able to develop and use specific referral procedures with each agency.

Concept: The helping role extends beyond the MDT facility. Part of the counselor's role is to develop lines of referral and communication between trainee and agency.

Topics

- Each local community agency and relevant organizations, both public and private
  - —Functions
  - —Services
  - —Location
  - —Liaison personnel
- MDT-Agency relations
  - —Cross-referral procedures and routines
  - —Communications

Suggested Activities for Participants

- Visit a community agency or organization
- Role play the referral process
- Explore helping agencies in the community
- Invite an agency or organization representative to address counselors about relevant problems

Suggested Followup

- Suggested activity for long term supervision and inservice training: develop a file of referral sources and routine procedures for each.

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THE COUNSELOR IN THE MDT GUIDANCE AND COUNSELING PROGRAM

Among the high priority understandings that the counselor new to MDT should acquire is that he functions within a system which is expressed through its program. This guidance and counseling system operates within the local MDT environment. The MDT environment, in turn, is a system functioning within a community environment. Progressively, the system-environment-system articulation moves through area, state, and region to the national level.

Of immediate concern to the counselor, of course, is his own system — guidance and counseling — and that system's environment — the MDT facility. The first section of this guide was directed toward acquainting him with the environment; to stimulate his awareness that, in the ideal, the system interacts consistently and in harmony with its environment. In sum, the guidance and counseling system is an integral component of the local MDT program.

The second section of this guide provides a framework which focuses on the system of the "system-environment" construct. Ideally, the guidance and counseling system expresses a program designed to achieve goals in terms of trainee needs; thus it is consonant with the MDT program's goals. The following outline deals first with program goals and subsequently with those interrelated services which comprise the program itself.

Goals of the Guidance and Counseling Program

Objectives

- The counselor relates his services to MDT program goals relevant to trainees' educational, vocational, and personal-social needs.
- The counselor identifies the elements of the guidance and counseling program which can be most effective in meeting trainees' educational needs.
- The counselor understands the baselines from which he can set attainable objectives for his services.

Helping to meet educational needs of trainees

Concepts

- The counselor is a teacher and learning leader.
- The counselor is a contributor to curriculum evaluation and development.
- The counselor is a leading source of educational information.
- The counselor assists trainees to enter the program.

Topics

- Instructing trainees in study methods
- Providing trainees with experiences to develop their study skills
- Assisting teachers to locate and obtain materials related to economics, occupations, education, and social concerns for use in basic education and specific occupational training classes
- Providing concurrent and followup data about trainees and their experiences for the curriculum evaluation and development processes
- Integrating guidance and counseling services toward meeting trainees' educational needs

Helping to meet vocational needs of trainees

Concepts

- The counselor is a leading source of labor market and occupational information.
- Considerable counselor time and effort should be expended to assure that training results in successful job entry and progress.

- New York State Employment Service staff members have been mandated responsibilities relative to job counseling and placement of trainees.

Topics

- Providing trainees with information about the labor market and specific occupations
- Helping trainees to understand and accept personal requirements, attitudes, and behavior necessary for successful posttraining work experience and career development
- Working with New York State Employment Service counselors to assist trainees in making initial adjustments and solving problems relative to posttraining jobs

Helping to meet personal-social needs of trainees

Concepts

- Personal and social characteristics are at least as important for enjoying employment stability and advancement as are vocational skills.
- Prudent personal and family financial and social management are as necessary to lifting one's self out of poverty as is possession of a worthwhile job.

Topics

- Working with trainees to translate their new concepts of self into positive behavioral and attitudinal outcomes
- Teaching trainees wise consumership as well as personal and family management
- Teaching trainees skills in solving personal, family, social, and occupational problems
- Referring to community agencies

Suggested Activities for Participants

- Meet with New York State Employment Service counselors to discuss current labor market conditions and trends; specific occupational opportunities.
- Meet with reading supervisor or consultant to discuss study-skill needs of trainees.
- Observe a counselor-teacher conference regarding a trainee's progress.

- Make several home visits and discuss experiences with other counselors.
- Plan a followup study jointly with New York State Employment Service counselors.
- Read several case studies and decide which community agencies should receive referrals.
- Review and suggest revisions to the occupational and educational information library.
- Visit a former trainee at home or on the job to discuss changes in his self-perception.
- Meet with admissions officers of educational institutions which MDT graduates might or do attend.
- Study interest rates charged by various types of lending establishments.

The Guidance and Counseling Program

Counseling Service

Individual Counseling

Objective: The counselor assists the trainee to make optimum personal gain through his MDT and posttraining experience.

Concepts

- Counseling should be consonant with the MDT trainee-centered approach.
- Every trainee should be counseled extensively and as intensively as required.

Topics

- Special problems in gaining counseling rapport
- Maintaining a counseling relationship
- Assisting teachers to improve their trainee interviewing and consultative techniques
- Counseling followup
- Encouraging self-referrals by trainees
- Supervision of counseling

Suggested Activities for Participants

- Audiotape counseling sessions and critique them with the supervisor and other counselors.
- Discuss counseling theory in relation to counseling MDT trainees.
- Videotape counseling sessions with several trainees; play back each tape in the presence of other counselors and the trainee; have the other counselors ask the trainee questions about their feelings at key points in the interview.
- Observe a counselor experienced in MDT in a counseling interview either directly or through tape recording; follow with a discussion of the interview process.

Group Counseling and Guidance

Objective: The counselor applies his training, skills, and experience in working with trainee groups.

Concepts

- Group counseling safely permits trainees to have others react to tentative and model solutions of high-order problems relative to present and near-future needs.
- Group guidance activities are an efficient way to provide trainees with information, experiences, and certain understandings.

Topics

- Special problems in gaining rapport
- Establishing and maintaining groups
- Working with teachers in class presentations
- Organizing and conducting group activities, such as field trips and projects
- Individual counseling as followup of group counseling and guidance
- Viable topics for group guidance activities
- Materials and resources for group guidance activities

Suggested Activities for Participants

- Observe a counselor experienced in MDT as he conducts group counseling and group guidance activities.
- Videotape a group counseling session and have participating trainees review it, commenting on their perceptions of the counselor's behavior.
- Prepare a group guidance topical outline and plan.
- Plan a field trip in cooperation with the teaching staff.
- Arrange for several persons representing areas of interest to meet with trainee groups.
- Develop a plan by which the effectiveness of group counseling and guidance may be measured.
- Have former trainees meet with trainee groups.

Orientation Service

Objectives

- The counselor understands the admission process and plans activities to help trainees adjust rapidly to the MDT program.
- The counselor understands that success in employment rests as much on worker attitudes and behavior as on skills and knowledge.

Concepts

- Trainees, because of earlier, unhappy, school-related experiences, may be apprehensive of what lies ahead.
- The first purpose of orientation is to lessen the possibility of early discontinuance through reduction of fear and tension.
- Most MDT trainees need help in understanding the dimensions of getting, keeping, and advancing in a job.

Topics

- Orientation practices of the center
- Staff responsibilities

Suggested Activities for Participants

- Participate as a trainee in orientation activities.
- Role play the initial interview with a New York State Employment Service counselor.
- Plan one of the orientation activities.
- Discuss with a group of trainees their feelings about the effectiveness of the orientation service.
- Develop a plan for evaluating orientation activities.

Individual Inventory Service

Objective: The counselor is familiar with the contents of the individual inventory, maintains the inventory, and uses it to further the welfare of the trainee.

Concept: The individual inventory is the source of much useful information which can make valuable contributions toward trainee advancement and program development.

Topics

- Contents of the individual inventory
- Responsibilities of counselor and other staff members for maintenance of inventories
- Using the individual inventory to help trainees select an appropriate occupational direction; to help the trainee move successfully through his program

Suggested Activities for Participants

- Interpret his inventory to a trainee under the observation of a supervisor; conduct a followup discussion
- Discuss with other counselors the potential use of each item included in the inventory system
- From raw data fill in an individual inventory for a hypothetical trainee
- Interpret a trainee's inventory to a teacher

Trainee Appraisal Service

Objectives

- The counselor knows the purposes of the instruments which are used to appraise trainee status and progress.
- The counselor administers and interprets the results of specified instruments.

Concepts

- Trainees, because of earlier experiences, may be test-shy.
- Test-administration procedures must be adapted to reduce trainee fear and tension which may accompany the testing experience.

Topics

- Instruments used to appraise trainees
- Interpreting and using test results
- Administrative procedures in testing
- Evaluation of the appraisal program

Suggested Activities for Participants

- Take each test in the appraisal program
- Interpret test results to a trainee and his teacher; discuss the trainee's reactions to the experience with the trainee
- Administer a test to a trainee group; follow up with a group discussion of their reactions

Evaluation of the Guidance and Counseling Program

Objectives

- The counselor understands the dimensions of evaluation.
- The counselor participates in designing and implementing evaluative procedures and analyzes the results in terms of conclusions and recommendations.

Concepts

- The results of evaluation provide the bases from which the guidance and counseling program may be extended and improved.
- The results of evaluation are useful to other aspects of the MDT program, such as curriculum development, administrative procedure, and teacher and counselor inservice training.
- Evaluation is a continuing process.

Topics

- Purpose of evaluation
- Objectives of the guidance and counseling program
- Defining evaluative criteria based on objectives
- Methodology for applying criteria

Survey Methodology

—Followup of former trainees
—Opinion survey: present trainees; faculty; administrators; community resource personnel; New York State Employment Service; counselors; employers
—Survey team: MDT counselors and the Bureau of Guidance field staff

Experimental Methodology

—Evaluation of specific guidance and counseling activities, using an experimental group and a control group of trainees
—Compare two or more techniques designed to reach an objective by comparing results of implementing the techniques among comparable trainee groups.

- Report the results of evaluation.
- Follow up evaluation's results through implementation of accepted recommendations.

Suggested Activities for Participants

- Design a followup study or opinion survey.
- State the objectives of a specific service and define evaluative criteria.
- Design an evaluative experiment in cooperation with teaching staff members.
- Review reference and resource materials.
- Discuss evaluation with a counselor-educator.
- Plan a team survey.

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